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ABSTRACT

In an effort to pool resources and funds, West Valley-Mission Community College District (WVMCCD) has found the consortia approach to developing new programs and services to be extremely efficient and effective. Employer-based training programs, drug abuse education, articulation agreements, apprenticeship programs, and economic development programs are a few of the types of activities which have been successfully accomplished through consortia efforts at WVMCCD. These partnership programs encourage the pooling of facilities, employees, and other resources, and can significantly reduce duplication of effort. In addition, in almost all cases, a consortium proposal has a superior chance to receive funding in a competitive situation. Drawing from the past experiences of WVMCCD, this paper offers guidelines for other colleges interested in becoming consortium partners. The sections of the paper cover: (1) the advantages of consortia arrangements in the development and implementation of programs; (2) strategies for organizing consortium arrangements; (3) sources of funding for consortium projects; (4) examples of successful consortium projects; (5) suggestions for consortium organizers; and (6) concluding tips to help consortium partners keep their pooled efforts on track. Appendixes (the bulk of the document) include the memorandum of agreement for GAIN (Greater Avenues to Independence) Consortium, the Intel Corporation/Mission College Cooperative employer-based training project application, an example of a contract education program, and an articulation arrangement. (VVC)

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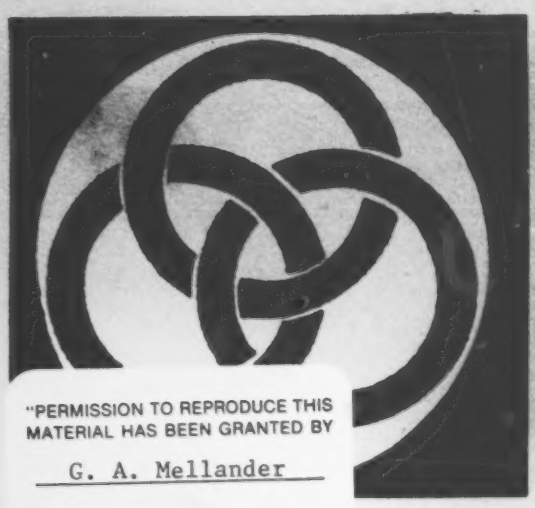
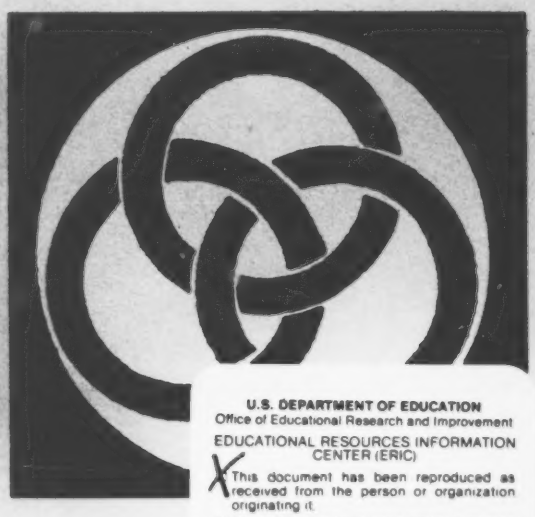
Accessing Resources through Consortium Arrangements





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ACCESSING RESOURCES THROUGH CONSORTIUM ARRANGEMENTS

I. INTRODUCTION

In their search for resources, two-year colleges are increasingly looking toward a consortia approach in conceptualizing new programs and services. Consortium arrangements provide both a special challenge and an opportunity for the development of innovative projects. Articulation agreements, outreach efforts, recruitment strategies, and economic development programs are just a few of the types of activities which have been successfully accomplished through consortia efforts.

Most college faculty and administrators have had at least some experience in working with partnership projects. Community colleges are institutions which help to bridge the gap between present needs and future opportunities. It is only natural therefore, that linkages have been fostered with organizations that involve our students both before and after enrollment in our programs.

As we prepare to meet the challenges of the future, however, colleges must significantly expand our partnership strategies. We must accept the fact that we live in an era of limited resources. Only finite amounts of time, talent, and finances are available for activities, especially new projects. We must take care not to waste valuable resources on efforts which can be more efficiently accomplished through working partnerships.

The West Valley-Mission Community College District has achieved significant results in its consortium arrangements. We have found the consortia model to be particularly effective in responding to complex problems and in seeking assistance from external funding sources. We wish to share our experiences, good and not so good, with you.

This article will examine the advantages of consortium arrangements both in the development and implementation of programs. Strategies for initiating these arrangements will be covered. Several working examples of successful consortium projects as well as sources of funding will be described. Finally, some tips for consortium partners will be provided to assist participants in keeping their pooled efforts on track.

II. ADVANTAGES OF CONSORTIUM ARRANGEMENTS

There are several intrinsic and extrinsic advantages to projects which are pursued through a consortium. They are in many instances a more efficient use of available resources.

This is not to suggest that all programs, however, are suitably designed for a partnership.

The programs which seem most appropriate for multiple organization involvement are those which require significant need for external involvement, where the most appropriate individuals to work on the project are spread between more than one setting, and where competition for external funding is the strongest.

Partnership programs can significantly reduce duplication of effort. Only one project proposal needs to be prepared, rather than several. Roles and responsibilities can be allocated in a manner that best utilizes the strengths of the project partners. Where a need is identified which cannot be addressed by any of the participants, other partners can be sought for assistance.

A consortium proposal, in almost all cases, has a superior chance to receive funding in a competitive situation. Funders can serve a variety of needs and stretch available dollars without having to disappoint large numbers of applicants. Consortium projects demonstrate to funders that careful planning has taken place and that objectives are not completely self-serving.

Partnership arrangements encourage the pooling of facilities, employees, and other resources. There is a much greater likelihood that the most appropriate individuals will be utilized. Availability of services can be spread over a wider territory to promote accessibility. The ability of participants to gain greater attention on the part of their organizations and the general public is enhanced.

Consortia also are usually more efficient since they centralize administration functions. In most cases, one of the partners acts as the fiscal agent and overall coordinator. Printed materials can be centrally produced for internal and external dissemination procedures. There is also a greater emphasis on follow-through and accountability since the consortia parties can more closely monitor each other's progress.

III. STRATEGIES FOR ORGANIZING CONSORTIUM ARRANGEMENTS

In order to effectively develop a working consortium, organizers need to carefully consider the objectives of their particular project. Partners should be sought who can add to the overall scope and quality of services to be provided. The consortium participants selected should be readily accessible to each other. Key individuals need to be identified in each organization to act as primary contact persons. These persons must be able to work together as a group and have sufficient authority in their institutions to carry out the project.

It is important for the various representatives to get together for meetings and discussion at the earliest stages of planning. This gives all organizations a chance to participate in the design of the program. At these initial meetings topics such as who should be the contact persons, which organization will be responsible for proposal preparation, and project objectives should be determined. Time for introductions and general brainstorming of ideas should be allowed. Persons should be designated to take minutes and to facilitate the meetings.

Roles and responsibilities of the different partners should be addressed early. It is helpful to prepare a flow chart which designates procedures for communication, administration, and concurrent work between the organizations. At this stage it is also useful to consider if other parties should be added to the consortium proposal.

If possible, a regular meeting time should be set for consortium participants, preferably on a rotation basis between the organizations. It is important to assure that consortia representatives keep their colleagues informed of progress, especially executive administration, since these individuals will eventually be asked to approve proposals, contracts, and agreements. An understanding needs to be reached about how resources will be distributed within the consortium as well as the financial and personnel requirements of each partner.

There should always exist a written interagency agreement between the participants to enforce compliance. This is especially true if personnel changes occur during the implementation process. Care should be taken that finances are distributed fairly between the partners.

IV. SOURCES OF CONSORTIUM FUNDING

Almost all public and private sources of funding permit consortium arrangements. In most cases, however, the funding agency requires that one of the consortium partners act as the primary contractor and fiscal agent for grant administration.

At the federal level, most funding agencies actively encourage applications fromconsortium participants. These include the National Endowment for the Humanities, the National Science Foundation, and the U.S. Department of Education. The new Eisenhower Science and Education Act has several provisions for funding of consortia which link elementary, secondary, and postsecondary institutions to develop enhanced teacher training, foster new curriculum designs, and address the needs of underserved student groups.

At the state level, many sources of funds exist for consortia arrangements, including the expenditure of monies through federal block grants. These include vocational education, articulation, and community service programs. Many states are in the process of bolstering funding opportunities to colleges which sponsor economic development activities with private sector industries. Mission College in Santa Clara, for example, was recently chosen to be one of four community colleges in California to be major resource center for the statewide Ed>Net Economic Development program sponsored by the California Community Colleges Chancellor's office.

There are also a large number of state funding sources related to specific government agencies. The state Attorney General's Office sponsors a variety of crime prevention and drug abuse education programs. The Department of Aging funds senior service programs. The Department of Health supports programs related to AIDS education, family health, and regional health planning.

At the local level, most larger municipalities and counties contract with a variety of organizations, including colleges, to provide agreed-upon services. Several colleges operate public broadcasting radio and television stations. In the Bay Area a group of community colleges have pooled their resources

through a regional television network to offer viewers maximum opportunity in pursuing programs of study for credit at the institution of their choice. Other frequent local partnership funding sources include the JTPA/Private Industry Councils, public hospitals and health clinics, and community-based arts councils.

A considerable number of private foundations and industries are encouraging applicants to actively seek partnership arrangements. The Sears Foundation in recent years sponsored a large amount of resources for allocation to community college consortium projects with local industries. This was done through the auspices of the American Association of Community and Junior Colleges. The David and Lucile Packard Foundation has funded a local consortium for management training of public school administrators. Even many of the funders themselves have organized into consortia, with the proliferation of local community foundations and grants resource centers. Many of these cooperatives offer low-cost training for persons seeking external funding. The adult offender program is supported mostly by participant fees while the juvenile offender program (which includes the participation of at least one of the adolescent's parents) is supported mostly by community education apportionment funding.

V. EXAMPLES OF CONSORTIUM PROJECTS

West Valley College and Mission College have each been active participants in consortium projects in recent years. The district prepared a joint application with the other three community college districts in Santa Clara County in 1986 to establish a GAIN consortium designed to assist public welfare recipients achieve economic self-sufficiency. The project has been a tremendous success in its first three years of operation. More than a million dollars has been received by the consortium in direct funding from the State Chancellor's Office and the County Department of Social Services to establish GAIN liaison offices in each of the seven local community colleges. Over 1,000 GAIN students are currently being served by the county's community colleges, or about 20% of the county's total active GAIN caseload. This participation has also enabled our local college districts to qualify for unrestricted excess-cap apportionment monies from the state, which in the West Valley-Mission district alone, have already amounted to more than $665,000 since the start of the program. A copy of the local GAIN consortium agreement and other materials are included as appendices to this article.

Mission College was successful last year in obtaining $57,000 in state Employer-Based Training funds to establish partnership with Intel Corporation to train process technicians and other company personnel in preparing for the opening of the company's new $125 million research and development center. The company matched the state's funds and is now in the process of negotiating future classes to be supported with apportionment dollars. An abstract of the project is in the appendices.

West Valley College since 1986 has provided a drug abuse education program for first time offenders in a cooperative arrangement with the county District Attorney's Office and Sheriff's Department. As an alternative to jail, offenders are given the option of participating in a six week classroom program about the dangers of substance abuse. Both classroom-based and individual counseling is included, in cooperation with a community social services agency. Several hundred participants have already been served. The adult offender program is supported mostly by participant fees while the juvenile offender

program (which includes the participation of at least one of the adolescent's parents) is supported mostly by community college apportionment funding.

Mission College has maintained cooperative arrangements for several years with Agnews State Hospital and Agnews State Developmental Center. The college employs instructors in the Developmental Center and receives reimbursement from the center and the state, equivalent to apportionment funding. The college also maintains a Psychiatric Technician vocational program which trains hospital personnel. Apprencticeship funding is received from the state to support this program.

Both colleges also have been expanding their articulation agreements with local high schools and four year colleges to ease the transfer process for students and to eliminate unnecessary duplication of effort. In one instance last year an exchange program was devised for counselors from Mission College and the Santa Clara Unified School District to exchange jobs for a set period of time. Funds have been received for other articulation programs from state Instructional Improvement grants and private industry contributions.

There is growing emphasis on streamlining the transfer process between high schools, community colleges and four-year institutions. Funding at the national and state levels is available to help accomplish these arrangements.

VI. SUGGESTIONS FOR CONSORTIUM ORGANIZERS

There probably never was a time when colleges had all the funds they needed. And these may not be the worst of times but they aren't the best either. As Dr. Pangloss might have so wisely said, we will not live happily ever after — we will live. The degree of our happiness and success will, to no small extent, be dependent on how well we forge new alliances.

It is probably correct to assert that as many potential consortium arrangements exist as there are project ideas. At the conceptual stage, organizers should attempt to view the program in as broad a context as possible. Consideration should be given to including non-educational entities, such as private industry and local service agencies, in addition to educational institutions themselves. This expands the vision of the project and gives funding sources the impression that they can support truly unique partnership arrangements. Care should be taken however, that each of the participating organizations is firmly committed to both the concept and scope of the project.

Obtaining letters of support from consortium participants at the time of application submission is always a good idea. The consortium should in each case prepare a written agreement, to which the administrations of each organization sign, which clearly spells out programmatic and fiscal responsibilities. An "out" clause should also be included which describes the process by which participants can withdraw from the consortium.

One of the participating entities should be designated as the fiscal agent and principle contractor with the funding source. This identifies for funders a central contact point for inquiries and follow-up reports. The principle contractor should be reimbursed for this work with whatever indirect cost support is available.

The consortium representatives should designate a set meeting time and date for the duration of the project. In most cases, a monthly meeting is satisfactory, with additional meetings needed at the initial conceptual stage and during contract and agreement negotiations.

The primary contractor should develop uniform accountability procedures to respond to future audit and documentation needs. This usually takes the form of monthly fiscal and program reports which detail progress and expenditures. It is important that basic documentation and fiscal records be maintained both in the offices of each consortium partner and with the primary contractor. The primary contractor should insist on a pay-back clause in the interagency agreement — that if a funding source disallows an expenditure in a participating organization, that organization will remit any disallowances back to the primary contractor for reimbursement.

Finally it is important that the consortium partners develop a sense of trust and camaraderie among the various representatives. A sense of humor should be maintained in addition to the task-oriented agenda. The participants should schedule a periodic event, such as a luncheon, retreat, or picnic, to obtain a break from the seriousness of the project. Without this diversion, participants are more likely to become burdened with petty disputes and personality conflicts. If these problems emerge, however, it is best to address the problem expeditiously to avoid a serious confrontation or breakup of the partnership. Funding sources, of course, should be shielded from these disputes whenever possible.

VII. CONCLUDING TIPS

Some historians believe that the word "tip" is an acronym for "to insure promptness." We would rather not enter a rule on that dispute. We do however wish to pass along a few of our experiences.

The problems educators face today in finding adequate resources to meet identified needs are numerous — lack of financial support, shortages of qualified personnel, limited time, and a dearth of appropriate facilities to provide services to name just a few. In addition, evidence is mounting that the difficulties facing our students and employees are extremely complex. There are cultural and ethnic issues that need to be addressed, economic factors, and many, many "X" factors which have yet eluded even the best researchers.

The recent major earthquake in Northern California reminded us all, painfully, that even the best laid out infrastructures and plans can be overwhelmed by the hand of fate. It also quite convincingly demonstrated, however, that if we pool our collective resources and talents together, we can face our problems and effectively prepare for the future.

Consortium arrangements, although often complex in their nature, provide in many instances the best possible response to a troubling community need. They enable us to overcome our zeal for competition in times when only a shared response has any significant chance of succeeding.

As we face the serious challenges of the years ahead it is important to remember two bits of advice:

— By working **alone** we often face the inevitable.

— By working **together** we can, in many instances, face the impossible.

APPENDICES

Appendix A

Community College GAIN Consortium

MEMORANDUM OF UNDERSTANDING
BETWEEN
FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT,
GAVILAN COMMUNITY COLLEGE DISTRICT,
SAN JOSE-EVERGREEN COMMUNITY COLLEGE DISTRICT,
AND
WEST VALLEY-MISSION COMMUNITY COLLEGE DISTRICT
July 1, 1989-June 30, 1990

This Memorandum of Understanding is entered into by and between the Foothill-De Anza Community College District, Gavilan Community College District, San Jose-Evergreen Community College District, and West Valley-Mission Community College District (hereafter referred to as ("Consortium Districts").

Consortium Districts have entered into an agreement with the County of Santa Clara (hereafter "County") to provide training and educational services to participants in County's Greater Avenues to Independence (GAIN) program. The GAIN program is to be offered by the Consortium Districts at the following seven community college campuses: De Anza College, Foothill College, San Jose City College, Evergreen Valley College, Gavilan College, Mission College and West Valley College (hereafter referred to as "member colleges").

Foothill-De Anza Community College District's Occupational Training Institute (hereafter "OTI") has agreed to act as coordinator and administrator for Consortium District with regard to the GAIN contract. County requires that Consortium District; enter into a memorandum of understanding specifying the respective responsibilities of Consortium Districts and OTI.

Therefore, Consortium Districts hereby agree as follows:

I. OBLIGATIONS OF OTI

A. 1. OTI will negotiate contract terms with County and will monitor implementation of the contract.

2. OTI will set-up fiscal accounts, establish budgets for member colleges and prepare annual audit statements as required by the County and State.

3. OTI will process monthly billing statements, and will prepare monthly reports, fiscal expenditures and other reports as required by the County.

4. OTI will process all approvals for materials and/or activities as required by County.

B. Coordination

1. OTI will coordinate and schedule County/State monitoring visits and will prepare responses to monitoring reports.

2. OTI will develop a master database listing the GAIN identified students in the program, and will maintain a centralized database used for the gathering of demographics and development data.

3. OTI will coordinate the development and maintenance of a centralized GAIN-Colleges information center.

4. OTI will coordinate recruitment and outreach activities.

5. OTI will arrange for site visits to monitor and assist GAIN Consortium Colleges in assuring that activities and procedures are implemented to ensure GAIN students' success.

6. OTI will serve as the mediator of problems between each member college, County GAIN staff and GAIN participants.

7. OTI will set-up liaison meetings between County GAIN staff and each member college, and will provide in-service training to new and existing staff members as requested.

II. OBLIGATIONS OF EACH MEMBER COLLEGE

A. Administration

1. Each member college will identify and employ a GAIN liaison and other support service staff for their campus to provide the services specified in the GAIN Contract. Each college/District will be designated "employer" of their individual college GAIN support personnel hired to carry-out the GAIN contract at their campus site.

2. Each member college GAIN liaison will be required to attend the Bi-monthly Information Session Meetings scheduled between Consortium Colleges and County GAIN staff. A college designee will attend the bi-monthly session when the GAIN liaison is not available. Additional monthly meetings may be required by OTI to ensure a successful implementation of the contract.

   The Bi-monthly Information Session meetings will serve to be a forum by which issues, procedures and regulations are discussed to ensure the accuracy and consistency of information provided to participants, and to resolve problems associated with the delivery of services.

3. Each member college will submit the Monthly Program Activity Report and Fiscal Report to OTI on the 5th day of each month. This will allow OTI to consolidate all reports for submission on the 10th day of each month as required by the County GAIN Consortium Contract.

The Monthly Program and Fiscal Reports include the following documentation:
Fiscal: All expenses incurred the prior month. Copies of supporting documents such as: invoices for miscellaneous expenditures, time cards, mileage reimbursements, and other documentation to substantiate expenses.
Program: (1) Consortium Monthly Report (Form #6)
(2) Demographics Report
(3) Tutoring Attendance Form and/or auditable college attendance records

4. **Participant Record:** Each member college will initiate and maintain a participant records file that should include a copy of GAIN referral card from GAIN; service records consisting of tutoring, academic advisement, grades release form/grades, instructor evaluations as requested and support service information; Education Plan, monthly attendance records, and all referrals.

5. Each member college agrees to maintain all records pertaining to GAIN Consortium Contract, including but not limited to service delivery, fiscal and administrative documentation, statistics and controls, for three years after final payment has been made, or until County, State, and Federal audits are completed, whichever is later. Upon request, each member college shall make records available within the county to all authorized County, State, and Federal personnel, including the Auditor General.

B. Coordination

1. Each member college will assist GAIN participants in applying for Financial Aid and other college services, and will refer GAIN participants to categorical programs such as EOPS, CARE, JTPA, etc., as appropriate.

2. Each member college will process vouchers for books and school supplies as needed and approved for GAIN participants.

3. Each member college will identify and cross reference with County GAIN MIS identified GAIN students at their campus (es) for reporting purposes.

C. Participant Tutoring

1. Each member college will ensure that GAIN participants receive tutorial assistance in subject areas identified through assessment and/or instructor recommendation, and will refer participants to existing college tutorial services. When this service is not available, a GAIN funded tutor will provide the necessary service.

2. Each member college will provide tutoring sessions to foster the success of the GAIN participants. This may include one or more of the following: basic skills, math, reading, writing, study habits, problem solving skills, time management, effective classroom management and communications, and other areas identified by participants and/or College academic/counseling staff.

3. Each member college will maintain Tutoring Records (either the Consortium Tutoring Session Form and/or a College generated attendance record). An original copy will be submitted with the Monthly Report to OTI. A copy will be maintained by the college for audit and monitoring purposes.

D. Academic Advisement

1. Each member college will develop and implement as outreach program for GAIN students on their campus.

2. Each member college will coordinate the approval of each participant's Education Plan and each GAIN participant will be required by the GAIN Case Management Unit to have their education development plan approved by the member college.

3. Each member college will maintain a copy of the participant's Education Plan and will update the Education Plan as necessary. The Education Plan should identify: all course schedules projected for each individual quarter/semester.

   Additional support needed to overcome barriers to employment, referrals, other services etc., provided to each GAIN participant will be recorded on Participant Service Record Forms.

4. Each member college will log all advisement sessions and other activities in the Monthly Log Report. The Monthly Log Reports will be submitted to OTI on the 5th day of each month. OTI will prepare from each member college reports, a Consortium Monthly Report to be submitted to the County on the 10th day of each month.

5. GAIN liaisons will provide information and referral to GAIN participants experiencing academic problems, and will inform County GAIN Case Management of any significant participation problems.

E. Progress and Attendance Reports

1. Each member college will coordinate submittal of GAIN participant's monthly attendance reports. Each member college liaison and/or designee will sign and approve all GAIN attendance reports before it is submitted to the County GAIN Office.

2. Each member college, with the assistance of GAIN Case Management, will secure participant releases to obtain participant grades for forwarding to GAIN Case Management.

III. AUDIT EXCEPTIONS

Each member college or Consortium District shall be responsible for administering the program as described herein. Each member college at its own expense shall accept responsibility for receiving, replying to and comply with any audit exceptions by appropriate County, State or Federal audit agencies relating to this contract. Each member college or Consortium District at its own expense shall also give full cooperation as requested by OTI or County in any audit related process including, but not limited to, the provision of adequate staff for organizing each member college records and testifying at any administrative or court hearings related to audits.

Each member college or Consortium District shall pay to County from other than County or GAIN funds, the full amount of member college's liability to the State and/or Federal government or any agency thereof resulting from disallowances or other audit exceptions, from missing or unauditable records, or from any expenditure of funds contrary to any laws or regulations, to the extent such liability is attributable to member college's failure to perform any of its obligations under this contract.

If any auditor, State or Federal agency, during the term of this agreement or at any time thereafter, questions, disallows, or proposes to question or disallow costs incurred by OTI in connection with any GAIN agreement between OTI and member college or Consortium District, and the basis of such action is that the costs exceeded any specific dollar limitation stated in such agreement, member college shall or Consortium District, OTI's option, either report to OTI the full amount of such costs in case immediately upon demand by OTI or at its sole cost defend, indemnify, and hold harmless OTI against any claim or liability for such costs in any civil court proceeding or any formal or informal administrative proceeding conducted in connection with such cost.

IV. INSURANCE

Throughout the term of this contract, each member college or Consortium District at its sole cost shall maintain in full force and effect comprehensive or commercial general liability insurance coverage for bodily and personal injuries, and comprehensive or commercial automobile liability insurance, including owned and non-owned automobile coverage, covering bodily injury and property damage. Each member college or Consortium District must maintain either an umbrella or excess policy of at least $ 1,000,000 each occurrence above its underlying policy limits. If the policy provides for aggregate policy limit, it must not be less than $ 2,000,000. Such insurance policies shall name OTI its officers, agents, and employees, individually and collectively, as additional insureds. Such coverage for additional insureds shall apply as primary insurance and any other insurance maintained by OTI , their officers, agents, and employees, shall be excess only and not contributing with insurance provided under member college's policies. This insurance shall not be cancelled or materially changed without thirty (30) days advance written notice to Foothill-De Anza Community College District-OTI.

If coverage is provided under a commercial general insurance form, the carrier is to provide OTI with a quarterly report of the amount of aggregate limits expended to that date.

OTI will not accept a claims made liability form if defense costs are included in the limit. Also, evidence must be provided that there will be continuous coverage for a period of three (3) years after the completion of the contract.

Throughout the period of this contract, each member college or Consortium District at its sole cost, shall maintain in full force and effect, a policy of Workers' Compensation Insurance covering all of its employees.

Prior to commencement of this contract, each member college shall provide a certificate of insurance certifying that all insurance coverage as required herein has been obtained and is in full force. This certificate of insurance should be submitted to Foothill-De Anza Community College District OTI.

Each member college shall not permit its employees or volunteer workers to use their personal automobiles to transport individuals in performance of this agreement unless such employees and volunteers carry automobile liability insurance with a minimum coverage of $ 15,000/30,000 public liability and $ 5,000 property damage or a single limit liability of $ 35,000.

The insurance coverage limits specified herein shall be the prescribed amounts of protection unless a reduction thereof is specifically approved, in writing, by the County and by Foothill-De Anza Community College District.

V. INDEMNIFICATION

Each member college shall indemnify, hold harmless and defend Foothill De Anza Community College District-OTI and its officers and employees with respect to any loss, damage, liability, claims, cost or expense (including all attorney's fees, costs and expense or litigation) arising from any act or omission by which member college failed to comply with any requirement set forth in this agreement, or arising from any torts of member college in performing any of the work or providing any of the services under this agreement.

Foothill-De Anza Community College shall indemnify, hold harmless and defend each member college and its officers and employees with respect to any loss, damage, liability, claims, cost or expense (including all attorney's fees, costs and expense or litigation) arising from any act or omission by which OTI failed to comply with any requirement set forth in this agreement, or arising from any torts of OTI in performing any of the work or providing any of the services under this agreement.

VI. TERM

This agreement is effective on July 1, 1989 and shall terminate on June 30, 1990. This agreement is valid and enforceable only if funds are made available to OTI by County's GAIN Administration and/or the California Department of Social Services.

This agreement may be terminated at any time for any reason by OTI upon giving thirty (30) days advance written notice to Consortium Districts. This contract may be terminated at any time for any reason by each Consortium Districts by giving one hundred and twenty (120) days advance notice to OTI and the County. In case of such early termination, County shall pay the Consortium member college district its actual, reasonable, necessary, and allowable costs for services performed up until the date of termination as specified in the notice. This agreement may also be terminated prior to the expressed termination date for reasons and in the manner set forth elsewhere in the Consortium Contract, or pursuant to any other rights or remedies of County under the general law.

VI. ENTIRE AGREEMENT, GOVERNING LAW

This Agreement constitute the complete agreement between the parties and shall be governed by the laws of the State of California. Any waiver, modification or amendment of this Agreement shall not be effective unless in writing and signed by the parties to this Agreement.

BY: _____ DATE: _____
Foothill-De Anza Community College District

_____
Print Name/ Title

BY: _____ DATE: _____
San Jose-Evergreen Community College District

_____
Print Name/ Title

BY: _____ DATE: _____
West Valley-Mission Community College District

_____
Print Name/ Title

BY: _____ DATE: _____
Gavilan Community College District

_____
Print Name/ Title

PROJECT GAIN:
SANTA CLARA COUNTY COMMUNITY COLLEGES COOPERATIVE OUTREACH PROGRAM

FUNDED BY:

VOCATIONAL EDUCATION, SPECIAL PROJECTS
CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
1987-88

Prepared By:

Maria C. Banatao
Director
Occupational Training Institute

Coral Clark
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Occupational Training Institute

Kim Peterson
GAIN Liaison
Occupational Training Institute

PROJECT GAIN:
SANTA CLARA COUNTY COMMUNITY COLLEGES COOPERATIVE OUTREACH PROGRAM

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PROJECT GAIN: SANTA CLARA COUNTY COMMUNITY COLLEGES COOPERATIVE OUTREACH PROJECT

EXECUTIVE SUMMARY:

PROJECT GAIN: Santa Clara County Community Colleges Cooperative Outreach Program, otherwise known as Community Colleges Consortium, was developed as a model project in providing GAIN services within a community college setting. Seven community colleges participated. They were: Foothill College, De Anza College, West Valley College, Mission College, San Jose City College, Evergreen College and Gavilan College. All seven colleges are located in "Silicon Valley"/ Santa Clara County a highly industrialized area 45 miles south of San Francisco.

Primary objective of the project was to identify and recruit AFDC clients who are enrolled in GAIN, Greater Avenues for Independence, the new State employment and training program for welfare parents. The project was highly successful in identifying and providing services to GAIN participants achieving 394% of goal. 552 GAIN identified participants were enrolled to the 140 project goal.

Development and coordination of services among the seven colleges and the County GAIN unit was essential to the success of the project. This was achieved by monthly meetings and special workshop sessions attended by staff from both County GAIN and Community Colleges.

Several key procedures were developed such as: referral, follow-up, book charging system, etc.. that helped in providing a more efficient and expedient way of servicing GAIN participants. Communication linkages among Consortium College members and GAIN staff became an on-going task for all.

The success of the program can be determined by the low drop-out rate among the GAIN identified students at the colleges. A 90% retention was documented at one of the College Districts which could be concluded to be a typical result in all other districts.

County GAIN administration worked with the Consortium in getting approval from the State DSS/GAIN for an "excess costs" contract. This contract currently funded from October 1, 198E June 1989 in the total amount of $423,071, will allow the Community Colleges Consortium to work cooperatively in providing the much needed coordinated services to community colleges GAIN participants.

PROJECT BACKGROUND: The four Community College Districts in Santa Clara County, Foothill-De Anza Community College Districts, West Valley-Mission Community College District, San Jose City-Evergreen Community College District and Gavilan Community College District, have all been involved in GAIN since 1985 when a task force was initiated by the Santa Clara County Department of Social Services. The primary role of the task force was to assist the County Welfare Department in planning and developing their first GAIN PLAN. It was at this phase of development that the Colleges began a consorted effort to ensure that the Community Colleges become a primary provider of education and training services to GAIN clients.

The Santa Clara County Community Colleges actively participated in the County GAIN Advisory Council throughout the planning and implementation process. As a consortium, it was determined by the group that in order to prepare for the the full implementation, a model project would need to be developed. With all seven colleges working together, outreach, recruitment, identification of participants and services, and development of a working model, could be accomplished in a cost effective and successful manner.

Occupational Training Institute, at De Anza College, was chosen to administer the grant when funded. OTI has had over 13 years of experience in employment and training programs and was the most experienced in providing such services. West Valley College, Grants and Development Office, developed the grant proposal for VEA. At the same time, OTI and the consortium continued to work with the County GAIN unit in developing a contract for "excess costs" services.

PROJECT OBJECTIVES:

1.Provide sufficient outreach and recruitment services to recruit and enroll at least 140 AFDC participants into college vocational programs. Coordinate eligibility determinations and support services with the County GAIN Bureau.

This objective will be implemented by establishing recruitment and outreach services at each of the seven college campuses operated by the member districts. This would include the hiring of a resource specialist , "GAIN LIAISON", at each site to accept referrals, reach out to AFDC participants, and enroll GAIN eligible individuals in suitable programs

2. Provide training and support services for GAIN participants newly enrolled in the four community college districts, including intake, assessment, enrollment, EDP development, orientation, individualized training and follow-up, and job skills/pre-employment assistance.

3. Promote gender equity in various vocational programs by encouraging GAIN recipients into non-traditional programs.

4. Development of curriculum, recruitment and support services materials that could be duplicated in other areas implementing GAIN programs.

PROJECT ACTIVITIES:

Goal No. 1: **Provide sufficient outreach and recruitment services to recruit and enroll at least 140 AFDC participants into college vocational programs. Coordinate eligibility determinations and support services with county GAIN Bureau. This objective will be implemented by establishing recruitment and outreach services at each of the seven college campuses operated by the member districts. This would include the hiring of a resource specialist , "GAIN LIAISON", at each site to accept referrals, reach out to AFDC participants, and enroll GAIN eligible individuals in suitable programs**

1.1 Each campus site hired a GAIN LIAISON who was responsible for coordinating activities at each campus site. A GAIN Office and specific hours of operation was identified. This information was provided to all GAIN students through on-campus services or their GAIN Case Managers.

1.2 Foothill-De Anza OTI coordinated the Consortium activities with all seven community colleges and the County GAIN unit.

-Monthly meetings were scheduled with County GAIN supervisors and administrators and representatives from each of the community colleges. These meetings served as a forum for County GAIN staff and community colleges to educate each other regarding services, procedures, problems, and other issues that affect GAIN participants, County GAIN administration and community colleges.

-Monthly meetings were scheduled for a working session among GAIN LIAISONS. These meetings provided an avenue for the GAIN LIAISONS to share experiences, problems and successes, design specific activities/curriculum/procedures to ensure the success of GAIN participants enrolled at the colleges.

-Special activities such as:

Community Colleges CAREER FAIR that provided all GAIN staff an orientation to the various vocational programs and services available at each of the colleges.
Support Services within the Community College that featured speakers from each of the support services component at each college. This helped GAIN STAFF understand what and how GAIN clients can access these services at the college. Initiated discussions on how to avoid duplication of services.

1.3 The Consortium GAIN LIAISONS developed and printed a CONSORTIUM GAIN BROCHURE that described each college campus and listed the various vocational programs available at each college site. This is the primary recruiting/information tool used in outreach/recruitment.

Sample brochure: Attachment #1.

1.4 Recruitment and Outreach: Recruitment into community colleges programs were done through:

-Articles written in campus student newspapers.
-Financial Aid Office flyers to all BOGG eligible students.
-Welfare checks stuffers.
-Presentations to on-campus staff: Faculty Flex Day presentation, Counselor meetings, Dean's meetings etc..
-Off-campus recruitment through community based agencies who provide

services to low-income residents. These included community agencies such as child care centers, emergency housing consortium, other employment and training CBOs, Churches, Counseling centers and many more.
-AFDC Eligibility Workers workshop.
-Public Service Announcements on radio, and television. Press releases to newspapers.

1.5 Total number of GAIN participants served was 394 % over goal. There were 552 participants served as compared to the 140 goal.

1.6 Coordination with COUNTY GAIN Administration was a key activity of the Community College Consortium. This included:

- Identification and certification of GAIN participants identified to be enrolled at the colleges.
- Setting-up procedures between the colleges and GAIN administration on student follow-up to ensure success, facilitating fiscal issues affecting GAIN clients, communication linkages among college and County GAIN staff and many more.
- On-going communication on "future funding" continued through the year until final approval of an excess costs contract was approved by the State Department of Social services-GAIN.

Goal No. 2: Provide training and support services for GAIN participants newly enrolled in the four community college districts, including intake, assessment, enrollment, EDP development, orientation, individualized training and follow-up, and job skills/pre-employment assistance.

2.1 Intake/assessment: A Consortium intake form was developed to assist the colleges in initiating a student data base that would include demographic information on each GAIN participant. This was necessary in this initial year because the COUNTY GAIN Unit has not implemented any computerization and was on a manual information system. As soon as the COUNTY GAIN Unit stabilizes their computerized databases, this activity by each college may not be necessary.

Since most of the GAIN participants in the colleges were SIPs (self initiated participants), referral for additional assessments (career, interests etc..) was done on as needed basis. With the new matriculation process in place in some of the colleges, testing will be mandatory for new GAIN participants entering the colleges. In addition colleges are beginning to require a counseling course prior to enrollment in colleges. This required course includes college survival skills, testing, and orientation to college services.

COUNTY GAIN administration, in their planning for GAIN services, decided to subcontract most of the GAIN ASSESSMENTS within the Employment/Training Unit of the Dept. of Social Services. A small contract with Gavilan College was developed for the south county area to provide assessment services. Because of lack of referrals, Gavilan decided not to renew this contract.

New GAIN SIPs are counselled to take a career exploration class prior to enrollment to ensure that the vocational training chosen would be a good match with the participants abilities and interests.

2.2 Education/Employment Development Plan (EDP): The EDP is initiated, barriers and additional services needed to overcome them are identified, vocational goals are determined and a tentative education plan is developed. Additional services are coordinated such as: tutorial, additional remediation, child care issues, financial assistance, books/materials, transportation etc.. Coordinating and/or facilitating of "ancillary services" with GAIN case management became an integral part of GAIN LIAISON's responsibilities.

Working closely with case managers, the GAIN liaison had to ensure that the GAIN participant enrolled at the college had all the necessary ancillary services and child care needed to successfully benefit from the college program.

To facilitate data gathering information and do a follow-up on each GAIN participant, it was necessary to develop a student file for each participant. A model student file was developed. Although not completed on each identified student in this program year, the model student file was decided to include the following information:

-Intake form/demographics
-assessment information
-EDP
-Counseling Data
-Contacts with GAIN Staff on behalf of participant.
-Copy of GAIN Attendance records
-Other activities/information regarding the participants' enrollment at the college.

2.3 Enrollment: Assistance was provided GAIN students in enrolling at the college. This included assistance in completing enrollment forms, scheduling for testing/educational counseling, financial aid information etc. In some of the colleges an agreement with County GAIN Fiscal unit also allowed that college GAIN office to directly bill GAIN for fees that the GAIN participant may have to incur.

A "Book Charge System" was developed through the year and agreements with each campus bookstore was developed by the GAIN Fiscal Unit. Initiated at Foothill and De Anza Colleges as a model program, it is projected that all seven colleges will be on-line by Winter 1989. This facilitates the purchase of books and ancillary materials for GAIN participants at the college. Since it would take 2-4 weeks or more to get a check written to purchase books, this system streamlines the process and cut costs.

Procedures and sample forms are attachment # 2.

2.4 Orientation: Orientation became an integral part of the GAIN services provided on campus. It was very difficult for the GAIN participant who is new to a college campus to survive in a mainstreamed college environment. Other support units such as EOPs, CARE, and/or Re-Entry programs have assisted many of this clients but, with the implementation of GAIN, the increased enrollment would have been a tremendous load to this programs. Coordination of services with the County GAIN Unit was also very important in ensuring that participants receive the necessary support to ensure their success.

This project developed a student handbook for GAIN clients to facilitate all information into a simple easy to understand guideline. The De Anza OTI student handbook is attachment #3.

Orientation approaches utilized by the seven colleges included such activities as:

- San Jose City College in summer of 1988 designed and provided a "summer enrichment program" to aid new GAIN students in adapting to college level training and academics. The Summer Enrichment Program included Career/Vocational Information and services available at the college.

-Evergreen Valley College provided workshops for GAIN clients that focused on available college services. Enhancing "self-esteem" was the theme of these workshops. This was to strengthen GAIN students "self-image" and their ability to understand the opportunities for them in achieving their educational/vocational goals.

- Mission College and West Valley College developed orientation workshops that included participation by EOPS, Educational Transitions Program, and Mission's Counseling staff. Topics included study skills, balancing school work and family responsibilities, careers, Math and test anxiety. Specialized workshops that focus special programs were also provided.

- Foothill-De Anza College orientation program included both a half day informational session on services/ activities and a picnic at a local park to strengthen GAIN "networking" among participants.

-GAIN case management participated in the orientation workshops at the colleges. This helped in projecting the cooperative relationship between college and GAIN and also served as an avenue for GAIN participants to ask common questions about services, benefits and procedures.

2.5 Vocational Training/Counseling/Follow-up: Success in their schoolwork was a critical step for all GAIN participants. Lack of success could trigger absenteeism and eventual drop-out from the college system. GAIN Liaisons provided the additional support or assistance that GAIN participants may need to successfully complete their program. Follow-up with instructors and with the participants themselves helped in drop-out prevention. Additional dialogue is necessary between GAIN Case Management and GAIN College Liaisons to ensure that counseling and support from each unit are in concert with the participant's needs. Lack of communication between these two could cause a breakdown and lack of participant success. Case deferments are cases in point. There were many cases when case managers deferred the participant without informing GAIN College Liaisons. This was a frustrating situation when the liaison had invested many hours in helping the GAIN participant in their educational problems.

Counseling support groups were held and made available on a weekly basis. Individual sessions were made available on a drop-in basis or by appointment. Maintaining periodic contact with students for the purpose of providing information, encouragement and emotional support helped in decreasing drop-out rate.

Sample form of a College progress report is attachment #4.

2.6 Job Search Skills/Pre-employment Assistance: Employment assistance was provided those who completed or requested job referrals. A weekly job search skills program was developed at De Anza College. Attendance has been poor in the weekly sessions and other alternatives are being designed to be implemented in the new fiscal year.

Goal No. 3: Promote gender equity in various vocational programs by encouraging GAIN recipients into non-traditional programs.

3.1 Specialized recruitment were done for non-traditional programs. De Anza/Foothill offered modularized training in Personal Computer Service Repair and encourage women into the program. Careers in health services such as Pharmacy Technician, Respiratory Therapy, LVN etc.. were promoted heavily. These were skill areas with excellent labor market demand and could provide a higher starting wage for the GAIN graduate.

3.2 Promoting specialized programs such as the Work-Engagement Program at NASA-AMES that provided a paid work experience with various departments at NASA-AMES CENTER, CO-OP programs, and volunteer work experience programs .

3.3 Additional counseling support for the GAIN participants, who are predominantly women, were provided at each campus site.

3.4 Community agencies specializing in helping women and minorities were contacted to encourage referrals and counter- referral opportunities. A national organization that assists in the recruitment and placement of women and minorities in non-traditional jobs, PREP, INC. , is now housed at Foothill Middlefield Campus. This organization will be able to assist the GAIN Liaisons at each of the college campuses on additional resources in the community to promote gender equity.

Goal No.4: Development of curriculum, recruitment and support services materials that could be duplicated in other areas implementing GAIN programs.

4.1 A tremendous amount of work was done in developing procedures for coordination between County GAIN and College GAIN staff. Through several meetings, procedures were developed and refined, information were gathered and final agreements were written cooperatively by both the County GAIN Bureau and Consortium administrators. This included areas such as:

-Financial Aids information
-College enrollment/matriculation procedures
-College School year schedules
-College ADA/GAIN ADA information
-GAIN procedures from intake to placement.
-Roles and responsibilities of the GAIN Intake, Case management, Employment Counselors, Assessment Units, Job Placement staff/contractors.
-Roles and responsibilities of College GAIN Liaisons.
-Career/Vocational opportunities at each College.
-Child Care services at the College.
-Book charging systems
and many more.

4.2 A data-base demographic information format was developed and used by each of the campuses. The format could be adapted to whatever computer may be available to the staff. A list of demographic data is shown as attachment # 5.

4.3 Book Charging System, attachment #2, was a successful process that is now in place at 6 of the 7 colleges.

4.4 Field-trips to various companies were scheduled to expose participants to actual working environments and encourage success in their educational plans. Speakers that could serve as "motivators" are scheduled throughout the school year.

4.5 A GAIN Support group and networking was encouraged. Support groups helped promote leadership and self-reliance among participants that would eventually lead to a strong self-image.

4.6 One of the colleges, Mission College, publishes a GAIN newsletter, GAIN INSIGHTS, to maintain communication with GAIN students on campus. Samples of newsletter/brochure: attachment #6.

4.7 Workshops were held for GAIN workers on: College Support Programs, Enrollment Procedures, Career/Vocational Opportunities throughout the year.

4.8 Negotiations with the County GAIN unit have gone on for the past two years for funding "excess costs" services. This would allow the Consortium to continue to provide the additional services provided through this Vocational Education, Special projects Grant. Occupational Training Institute was the key negotiator for these funds. October 1, 1988, a contract was signed by COUNTY DSS and Foothill-De Anza Community College District to provide such services. Although more restrictive in its scope due to State DSS restrictions, the Community College Consortium in Santa Clara County will be able to continue to provide "excess costs" services to GAIN participants and the County GAIN Unit. The total amount of the 1988-1989 grant was $423,071. These funds will be subcontracted to the four Districts through a "letter of understanding". Amount of monies awarded each college is based on total percentage served of GAIN participants in 1987-88/ Voc-Ed grant.

A copy of the "letter of understanding", funding breakdown by college/district, Billing forms for Consortium members, Services Report forms are attachment # 7.

EVALUATION OF PROJECT:

The following measures were specified in the project proposal:

1. Number of GAIN-eligible persons actually enrolled at each campus site.

2. Placement of participants into vocationally-appropriate programs.

3. Development and maintenance of an educational development plan (EDP) for each participant by the end of the first year of funding.

4. Retention of at least 70% of the participants in vocational programs.

5. The amount of self-sufficiency success obtained among participants as measured by eventual employment, increase in income level, and cessation of AFDC and other government support payments.

Number of GAIN-eligible persons actually enrolled at each campus site:

Total number of GAIN participants served was 394% higher than projected. 140 participants were projected to be served and a total of 552 participants, certified GAIN enrolled, were served by the project.

Demographics of those were served were as follows:

Self-initiated participants :	86%
Mandatory participants:	14%
Female:	66%
Male:	34%
White:	27%
Black:	10%
Hispanic:	28%
American Indian:	2%
Asian	33%
Youth 16-21	13.5%
Over 55	0.9%
Handicapped:	0.4%
ExOffender:	1.5%
High School graduates:	13%
English-as-a-Second -Language	7.4%

Placement of participants into vocationally-appropriate programs:

Appropriateness of vocational programs that GAIN participants were enrolled in would be difficult to measure. However, drop-out rates could be a factor in determining success of each individual's placement. Drop-out figures are explained in the retention section.

Other Factors: The project promoted activities that would assist GAIN participants self-initiate into more appropriate vocational programs such as: attendance of Career Exploration counseling classes, referral to College Career Centers, Informational Interviewing/Research. This however was done on an individual basis and no statistics were kept on total number of referrals made. A more organized effort is being planned in the coming year to encourage such career exploration activities for AFDC clients who are interested in self-initiating into GAIN vocational training activities.

Educating GAIN workers on vocational programs was an important task for the Consortium. Since GAIN workers can influence participant's choices, their knowledge of available programs and prerequisites was important. Realistic expectations of the individual participants' abilities and interests would encourage successful enrollment in the chosen skill area.

Development and maintenance of an educational development plan (EDP) for each participant by the end of the first year of funding.

Because of the delays in getting the contract and eventual hiring of GAIN Liaison staff for each of the colleges, the first year of operation was utilized in identifying the GAIN participants on board and the new participants enrolling at the college. Only about 30% of the GAIN participants identified in 87-88 had an education plan developed. However, the EDP will be a major undertaking in the new fiscal year being funded directly by County GAIN.

Retention of at least 70% of the participants in vocational programs.

Preliminary statistics submitted by each college member shows an average of of 6.7% drop-out rate . The low overall drop-out rate may be due to lack of excellent data/records from 3 of the 7 colleges in the project. Foothill-De Anza Colleges who followed up all their GAIN participants from program inception and maintained a computerized data base show a total of 17 of 180 participants dropping-out during the year. This is a 9.4% drop-out rate, or 90% retention. The 90% retention rate is 128% higher than the 70% retention goal.

Retention rate of 90% can be attributed to the availability of GAIN College Liaison to provide the necessary services and follow-up on GAIN participants enrolled at the colleges.

The amount of self-sufficiency success obtained among participants as measured by eventual employment, increase in income level, and cessation of AFDC and other government support payments.

Since most of the GAIN participants are enrolled in two year programs, no employment statistics are available at the present time. GAIN Employment statistics are available for those enrolled at De Anza/Foothill Colleges. They are as follows:

There were a total of 33 participants who completed and/or dropped from the project. Of the

33, 12 found full-time unsubsidized jobs and 19 were negative. This is a 36% employment rate. Because the 33 figure is only a small portion of the total 180 enrolled, this would not be indicative of the overall results of the program.

In comparison: Foothill-De Anza OTI statistics on all welfare clients served in 1987-88: Total of 56 participants, 36 were positive and 20 were negative, 64% positive employment rate.

County GAIN is implementing a computerized MIS in 88-89 and statistical records could be made available by the end of fiscal year, June 1989. This type of information would be important in evaluating the bottom line -EMPLOYMENT - success of the GAIN participants enrolled at the community colleges.

RECOMMENDATIONS:

Although the project was very successful in its first year of operation, we have identified areas that will need to be improved. This is even more critical in this second year of operation since it will be a performance based contract.

Operating as a Consortium, it is important to identify a specific manager in-charge of the program at each campus site. Several of the GAIN Liaison's had problems in getting cooperation and support from their specific college. This might be from purchasing materials to getting the supervision needed by the individual. To alleviate this problem, each district is required to complete a "delegation of authority" form. This form requires that the District name the manager, gain liaison and staff in-charge of fiscal reports to Foothill-De Anza OTI.

Continued communication lines with the COUNTY GAIN UNIT is very important to the success of this type of project. Santa Clara County GAIN Unit continues to be very cooperative in ensuring that GAIN liaisons at the colleges get the information they may need on procedures, regulations and up-to date information on specific clients. Communication among college GAIN liaisons has also been excellent.

SANTA CLARA COUNTY COMMUNITY COLLEGES

GAIN CONSORTIUM

PROJECT STAFF

1987-88

Administrative Staff:

Project Director:	Maria Banatao, Director/OTI
Project Coordination/ Fiscal:	Coral Clark, Program Coordinator/OTI
GAIN Liaison Coordination:	Kim Peterson, Training Specialist/OTI
Staff Support:	Lois Mueller, Staff Asst./OTI

PROGRAM STAFF:

West Valley College:

Consortium Task Force Rep:	Fred Prochaska, Director -Grants and Dev. Office
GAIN Services Manager:	Angelina Rodarte, Asst. Dean-Student Services
GAIN Liaison:	Linda Gonzales

Mission College:

GAIN Services Manager:	Dan Matarengo, Asst. Dean-Student Services
GAIN Liaison:	Rebecca Toparek

San Jose City College:

Consortium Task Force Rep:	Greg Ohanesson, Associate Dean -Vocational Education
GAIN Services Manager:	Maureen Kent
GAIN Liaison:	George Posey

Evergreen College:

Consortium Task Force Rep:	Ed Ferner, Associate Dean-Vocational Education
GAIN Services Manager:	Pat Salazar Robbins, Director EOPS
GAIN Liaison:	Virginia Stanford

Gavilan College:

Consortium Task Force Rep:	Marietta Segal, Director-Business Relations/Grants Dev.
GAIN Services Manager:	Antonio Flores, EOPS Director
GAIN Liaison:	Nancy McHenry

De Anza College/ Foothill College:

Consortium task Force:	Maria Banatao, Director -Occupational Training Institute
Gain Liason-De Anza:	Kim Peterson
GAIN Liaison-Foothill:	Laura Hunt

Appendix B

INTEL CORPORATION/MISSION COLLEGE COOPERATIVE PROJECT

1989-90 PHASE II EMPLOYER BASED TRAINING APPLICATION

1. Need/Context

Mission College, in cooperation with Intel Corporation, is proposing to implement a second phase of its existing E.B.T. project to train Intel employees. During the first phase of the project in 1988-89, a total of 43 persons were trained. The participants included approximately 25 process technicians and 18 engineers/supervisors. Eight of these participants were added to the corporation's payroll during the year, including 5 process technicians and three engineers/supervisors.

Phase I accomplishments included development of a comprehensive set of curriculum materials, participant selection procedures, and procurement of instructors. 1988-89 has been an historic period for Intel as the company is nearing completion of its new D2 facility in Santa Clara. This facility is increasingly viewed as a major technological breakthrough for the Silicon Valley as well as a significant contributor to regional economic development. A description of the company and the D2 project are provided in sections 10 and 11 of this narrative.

More than 100 persons have already been hired at Intel in the last nine months, with a total new workforce of 250 to 300 expected to be added by the end of next year. The D2 site will emphasize development and testing of new fabrication techniques for semiconductors. Innovations accomplished at D2 will then be transferred to other Intel fabrication sites in Livermore and Folsom in California and at Albuquerque, Phoenix, and Portland in neighboring states. The D2 facility is scheduled to open in August, 1989.

Because of the success of Phase I operations, the need for the company to train new employees to be hired in the next year, and the necessity to upgrade the skills of existing Intel employees to move into higher level positions at the new facility, we are seeking approval for Phase II funding during the 1989-90 fiscal year.

Intel Corporation is one of the leading manufacturers of semiconductors as well as microcomputer components, modules, and systems. The company employs more than 20,000 persons worldwide including approximately 7,500 persons at its Santa Clara, Livermore, and Folsom facilities in California.

In order for our local industry to remain competitive in semiconductor fabrication it is essential that companies such as Intel upgrade the skill level of its workforce. Intel has invested more than $125 million in the D2 project to stay at the

cutting edge of its competitors in the industry. Continued funding of this project will result in an additional 110 employees being trained during the next year, including approximately 50 process technicians, 25 engineering technicians, 20 equipment engineering technicians, and 15 operators.

More than two-thirds of the participants will be women and almost 50% will be ethnic minorities. About one-quarter of the participants will be new hires.

The individuals who successfully complete the training program will be well-prepared to work in the new D2 facility and be eligible for promotion to more advanced areas of employment.

2. Summary of Response to Need

Representatives of Mission College and Intel have held extensive consultations during the past year to set curriculum objectives, select project participants, and design specific courses.

The first segment implemented focused on areas of fundamentals including mathematics, physics, and chemistry. Content was designed to integrate all of the basic elements of science to teach essential concepts of wafer processing. The first year pilot program was taught to a relatively small group of 43 participants.

Curriculum development was the major focus of work during the fall 1988 semester. The spring 1989 semester focused on implementation of a 16 week instructional program. Classes were held during two three-hour periods per week. The classes included homework assignments and examinations. Reviews and tutorials were available to students who desired additional input.

The pilot program is being evaluated by student critiques, class exams, and a pre-test/post-test comparison of exam scores.

The results of the initial phase of the project have been extremely encouraging. Both Mission College and Intel are looking forward to Phase II operations in 1989-90. Since the new D2 facility will actually be in operation during this time, interest and applicability of instruction to the participants' work assignments will be substantial.

Intel Corporation is highly committed to this project as it will help its employees in adapting to the more advanced skill requirements of the new facility. Mission College also recognizes the critical importance of this project in helping to keep Silicon Valley's technology-oriented companies competitive in the world marketplace.

CALIFORNIA COMMUNITY COLLEGE

Employer Based Training

Concept Paper

ABSTRACT

Project Title: Intel Process Operator Training Project

Duration of Training Program:

Number of weeks: 4-16 weeks Number of hours: 20-40 hr Number of Sections: 6-10

Number of Potential Participants: 100 to 120

Private Support: $ 58,680

Nature of Private Support: Staff, materials and supplies, training space

Project Director: Robert Bergmann

Organization: Mission College - West Valley-Mission Comm. College District

Address: 14000 Fruitvale Avenue; Saratoga, CA 95070

Phone: (408 988-2200

STATEMENT OF OUTCOMES

This project proposes to train approximately 100 process operators employed by Intel Corporation in Santa Clara. Intel during the next six months will be upgrading their microcomputer processing facilities and has a strong need for a more highly trained workforce. The process operators who currently are mostly at the pre-associate degree level will need to enhance their skills in the areas of basic skills, computer literacy, and semiconductor processing. Through completion of the training outlined in this proposal these employees will be able to maintain their jobs which might otherwise be lost due to industry retooling.) The corporation will also be able to advance the individuals who successfully complete the program into higher level classifications. Mission College will work closely with Intel in the implementation of this project, and will also utilize the expertise at Foothill College in providing semiconductor processing instruction. The results of the project will be shared with other colleges and Silicon Valley firms for use in establishing other advanced technology upgrading programs.

June 23, 1988
INFORMATION ITEM

Subject: EMPLOYER-BASED TRAINING PROJECT GRANT TO MISSION COLLEGE

We have recently been advised that the District's proposal to receive Employer-Based Training funding during the 1988-89 fiscal year has been recommended for approval by the state chancellor's office.

The grant funding for the project, which totals $57,013 will be used to help retrain approximately 100 process operators at Intel Corporation in Santa Clara. The company has also agreed to provide $58,680 in matching support.

Mission College instructors will be providing classes to the Intel employees both on campus and at the corporate facilities. The employees who successfully complete the program will be placed in upgraded positions at a newly designed site to be opened next year.

The process operators who currently are mostly at the pre-associate degree level will need to enhance their skills in the areas of basic skills, computer literacy, and semiconductor processing. Through completion of the training outlined in this proposal these employees will be able to maintain their jobs which might otherwise be lost due to industry retooling.

This project should help the District in enhancing its image as an active participate in the promotion of local economic development.

It is expected that the Board of Governors will formally approve the project at its August 18-19 meeting. At that time the project will be brought back to the Trustees for local approval.

Appendix - Overview of Intel Corporation

Formed in 1968, Intel Corporation has become one of the world's leading industries in the microcomputer industry. The company concentrated during its early years on the production of semiconductor memory components for mainframe computers. This activity gradually evolved to emphasis on logic components and supporting memory and peripherals--the integrated circuits which serve at the core of microcomputers.

Over the years, Intel added higher levels of integration--modules and full systems--to enable its original equipment manufacturer customers to reach the market more quickly with their products. These were supplemented with software and development tools. Intel now offers a full range of building blocks to microcomputer manufacturers.

Intel earned its reputation as an innovator. The company introduced the world's first commercial dynamic random access memory(DRAM), microprocessor, erasable programmable read-only memory(EPROM), and single board computer. To remain at the cutting edge of the industry, the company has consistently committed a large portion of its resources to research and development. Approximately 17% of the company's total revenues are now committed to R & D, which is about one-third higher than the semiconductor industry average.

Intel is now taking the boldest step ever to stay at the forefront of technology. D2, Intel's latest technology development center, represents over a $125 million investment in the future. It is designed for the exploration and perfection of the world's most advanced integrated circuit technologies through the remainder of this century. The company's success tomorrow will depend heavily on the efforts of the D2 development team today.

Located in Santa Clara, California, D2 focuses on technologies in the areas of advanced non-volatile memory(NVM) and microcontrollers. It complements Intel's technology development in the area of microprocessors being conducted at D1 in Aloha, Oregon.

Intel has been a pioneer in NVM and microcontroller technologies. The company invented the EPROM, th EEPROM(electrically erasable read-only memory), and Flash memory. Intel's first microprocessors were used exclusively in "embedded" control applications. Subsequently, the company introduced the first 16-bit microcontroller and, in 1988, one of the world's most powerful microcomputer technologies, the 32-bit 80960

architecture, based on reduced instruction set computer(RISC) techniques.

These two technology areas are highly interdependent. Not only are NVM components used with microcontrollers in embedded operations, such as automobile engine control, microwave ovens, and industrial robots. they also serve as "technology drivers" for microcontrollers. Manufacturing knowledge gained through high-volume NVM production can be used to perfect similar procedures used with the more complex microcontroller technologies.

Intel commands an important position in the markets of both technology areas. It is the world's largest supplier of EPROMs. The company's microcontroller architectures are found in approximately half of all microcontrollers in use in the world today. Both markets are large and experiencing steady growth. They are clearly an important activity for Intel, and the company has reaffirmed its committment through massive investment in the D2 project.

The Intel/Mission College Cooperative Program is providing major assistance in preparing the company's new and existing workforce for assignments in the new D2 facility.

INTEL

PHASE I

PROCESS TECHNICIAN TRAINING PROGRAM

I. ARITHMETIC FUNCTIONS

A. DECIMALS — 3 hours

1. Addition
2. Subtraction
3. Multiplication
4. Division
5. Rounding

B. PERCENTS — 3 hours

1. Conversion among (between) ratios, fractions, decimals, and percents

C. DIMENSIONAL AND UNIT ANALYSIS

1. Basic Measurements — 2 hours
   a. [L] Length
   b. [M] Mass
   c. [T] Time
2. System of Units — 1 hour
   a. SI (systems international)
   b. MKSA (meter/kilogram/second/amphere)
   c. Cgs (centimeter/gram/second)
3. Conversion Factors — 3 hours
   a. metric SI $\rightleftarrows$ Cgs
   b. metric SI $\rightleftarrows$ British
4. Temperature — 4 hours
   a. Centigrade Celsius °C
   b. Fahrenheit °F
   c. Kelvin K
   d. Rankine R
   e. Calibration
   f. Scale Conversions

II. ELEMENTARY ALGEBRA

A. SIMPLE ALGEBRAIC EQUATIONS — 4 hours

1. Density $D = \frac{M}{V}$
2. Flow rates $R = A\tau$
3. Concentration $J = D\frac{\Delta C}{\Delta x}$
4. Pressure $PV = nRT$

B. EXPONENTS — 4 hours

1. Multiplying with same base
2. Dividing with same base
3. Converting betw. scientific & decimal notation
4. Roots

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III. STARTING MATERIAL

A. SILICON

1. Crystal Structure

a. Seven Crystal Systems with concentration on the cubic system (BCC & FCC) — 4 hours

(1) Lattice parameter in Silicon
(2) Atoms/unit cell
(3) Density concept
(4) Calculations and lab work

b. The Silicon Atom — 4 hours

(1) Model of Si Atom Orbital Structure
(2) Chemical properties of Silicon
(3) Tetrahedral Bonding property
(4) Use of Periodic Table/calculation

c. Crystalgraphic Planes and Directions — 4 hours

(1) Intercepts & Miller indicies
(2) Crystal directions
(3) Distance between planes
(4) Calculations and lab work

B. CRYSTAL DEFECTS — 8 hours

1. Crystal Dislocations/Burgers Vector

a. Edge dislocation
b. Screw dislocation
c. Mixed dislocation

2. Planar Slip

a. Plastic Deformation

(1) Stress-Strain concept

3. Point Imperfections

a. Schottky
b. Frenkel
c. Self-interstitual
d. Substitutional

C. ELECTRICAL PROPERTIES

1. Charge Carriers — 4 hours

a. Calculations & lab sork (Hall effect)

2. Resistivity, conductivity, drift velocity — 5 hours

a. Current density
b. Calculations & lab work

3. Ohm's Law — 5 hours

a. Calculations & lab work

D. ELECTRONIC STRUCTURE
1. Conduction Band — 2 hours
a. Electrons in Solids
2. Valence Band — 2 hours
3. Energy Gap — 2 hours

E. CHEMICAL PROPERTIES — 2 hours

F. PHYSICAL PROPERTIES — 2 hours

IV. DIFFUSION — 10 hours

A. Dopants n & p IVA & IIIA
B. Diffusion, solid solubility, diffusion constant
C. Diffusion in Si Oxidation with formation of SiO_2 layer
D. Gas Flow in Oxidation processes for SiO_2 formation
E. Energy, Heat energy (thermal), Potential energy, Kinetic energy
F. Annealing
G. Ion Implanation

VI. FILM DEPOSITION MECHANISM (Metallization) — 10 hours

A. Surface activated
B. Gas phase
C. Coverage (nonconformal/conformal)
D. Plasma deposition

VII. ETCH — 10 hours

A. Plasma
B. Chemical Reactions
C. Acids
D. Isotropic/anisotropic

BASIC MATH	24 hours
PHYSICS, CHEMISTRY, MATERIAL SCIENCES	74 hours
TESTING	10 hours
TOTAL	108 hours

Appendix C

ACCESSING RESOURCES through CONTRACT EDUCATION

Robert Bergmann, Mission College

The Need

Certainly one of the biggest challenges for community colleges that serve the diverse industries of California is the need to provide a pool of labor that possesses the skills needed by the business, industry, and government entities within the community.

Add to the challenge the urgency of an impending need for the existing work force to be retrained over the next five (5) to seven (7) years if companies are going to have an opportunity to survive and be successful in the 1990s.

There is a need to educate and train these new students in a less traditional mode. Addressing this task will require something far scarcer than money. It will require new thinking, curriculum modification and some risk taking.

Listening to advisory committees, CEO's, training managers, and the employed public, the call is both loud and clear. The need is for less traditionally designed courses and more short-term, high intensity, job and work-place-relevant courses leading toward a series of certificate levels and an associate degree.

To serve the need, the college should be open days, evenings, late nights, weekends, and summers to serve the five (5) shift work-forces

The Challenge

At a time when community colleges have limited dollars and a mandated statewide cap on enrollment, there is little opportunity to generate additional funds to meet the need for expanded training. Nevertheless, demand for education and training continues to increase.

Much of the training that is being offered today takes place outside the educational establishment in companies, hospitals, government agencies, and management and trade associations that offer seminars, workshops, and courses that are job skill oriented. Meanwhile, an ever proliferating group of private entrepeneurs are organizing courses and seminars, producing videotapes, training films and learning materials specifically designed and packaged to be attractive to the needs and requirements of industry's work-force. They are taking advantage of opportunities that some faculties shy away from.

We must realize that the community colleges are in competition with these outside providers for the benefits and rewards that a close association with government and industry can provide.

The Reward

If the cap on enrollment is perpetuated, and if the college seeks to increase its financial base in order to offer additional courses and training, it will need to look beyond ADA driven courses for additional revenue.

An active Office of Contract Education has the potential to provide additional courses and training paid for by contracts with business and industry, and with the profit therefrom provide available dollars for curriculum modification and other needed changes.

There are additional rewards that can accrue to the college community.

Contract Education

- Assists in the economic development of the entire community.
- Addresses the training needs of business, industry, government and military establishments.
- Provides opportunities to enhance the image of the college within the community.
- Strengthens ties between the college and the business, labor, and industrial sectors of the community.
- Creates political friends and allies.
- Generates additional revenue for the college.
- Provides opportunities to acquire state-of-the-art techniques and equipment.
- Allows increased access to potential adjunct instructors from industry.
- Provides staff development for college faculty.
- Affords opportunities to update curriculum to meet current industry standards and practices.
- Reaches students who might not otherwise be served.
- Mainstreams contract instruction students into the college's other credit programs.

A sample of the types of contracts for delivery of an educational service that Mission College has negotiated within its community appears below:

Government

Veterans Administration Hospital

Provides clinical experiences for students of Vocational Nursing and Psychiatric Technician.

N.A.S.A./AMES

Received fire brigade training.

Moffett Field

Received heavy rescue training.

Health/Educational Training Center (subcontracted with JTPA)

Provided training for foreign-born and foreign-trained nurses (see page).

Agnews Developmental Center

Reimburses the college for one (1) FTE instructor salary and benefits.

Intel Corporation/Mission College/EBT Grant

An employer based training grant from the state for Mission College to provide training in Mathematics, Physics, and Chemistry to semiconductor process technicians (see page).

Central County Fire District

Received various types of fire technology training. Fire department assumes partial cost of instruction.

Santa Clara County Office of Education

"Training Teams With Industry" - a grant from the state managed by the Santa Clara County Office of Education. (see page). Provide industry experience for instructors and counselors in the following instructional programs:

Business Office Skills
Graphics, Printing and Desktop Publishing
Modelbuilding
Residential Care Home Administration
Wordprocessing

The grant pays for replacement of the instructors and counselors while they are in industry and working on the project.

City of Santa Clara

Received management skills training

Santa Clara Unified School District

2 + 2 Course Articulation (see page).

City of San Jose

Received Emergency Medical Technician training (EMT) over MCTV microwave television.

Joint Agreement with Five Cities

Contract between Mission College and five cities for use by Mission College students, SCRIPT students, and students from industry that are under contract education agreements to use the fire departments' classrooms, training towers, equipment and facilities.

Private Industry

Applied Materials

Received electronics manufacturing training.

Food Machinery Corporation (FMC)

Received HAZ MAT and Emergency Response Team training.

Hewlett-Packard

Received Business Office Skills training and Partnerships for New Careers training.

KLA Instruments

Received Business Machine training.

Memorex-Telex

Received Team Building for Supervisors and Managers

SCRIPT (Santa Clara Regional Industrial Preparednesss Team)

A consortium or association of industrial firms, the Santa Clara City Fire Department and Mission College that meets regularly to plan for and develop procedures to follow in the case of a disaster or emergency that goes beyond the management capabilities of the public emergency response agencies. Mission College is charged with the educational and training aspects of the association.

SCRIPT members have donated equipment, facilities, technical expertise, and assisted in curriculum development.

The following provide clinical experiences for students of Vocational Nursing, Community Health, and Psychiatric Technician:

Acute Care Hospitals

Trauma Centers
Emergency Rooms
Convalescent Hospitals
Child Care Facilities

★ ★ ★ ★ ★

MEMORANDUM OF AGREEMENT

between

Health Education and Training Center

and

Mission Community College

July 1, 1989 to June 30, 1990

Health Education and Training Center (Health ETC) and Mission Community College will cooperate in training approximately 20 home health aides/certified nursing assistants during the 1989-1990 year. The students will be enrolled in two distinctly different manners. In the first, four to eight students will be integrated into the regularly scheduled Fall Semester course, beginning September 12, 1989. In the second, a designated class will be scheduled for Health ETC for approximately 10 to 14 JTPA enrollees.

Health ETC agrees to recruit, counsel, and place students as per its contract with the Santa Clara county JTPA Administration Office. Health ETC will pay for student registration fees, parking fees, insurance, and books required by course instructors. In addition, Health ETC will pay for students' physical exams and subsidize students' uniform costs.

For the <u>designated</u> class, Health ETC will reimburse Mission College for instruction services based on the West Valley - Mission Community College District current hourly certified salary schedule. The session consists of 70 lecture hours and 106 laboratory hours.

General Information

PROJECT SUMMARY
TRAINING TEAMS WITH INDUSTRY III
1988-89

By Joan Stanley, Project Director

TRAINING TEAMS WITH INDUSTRY III was a project sponsored by the Santa Clara County Community College Career Consortium and funded through the California Community College Chancellor's Office. Seven teams consisting of an instructor, a career counselor responsible for liaison with the instructor's program at the same college, and a "mentor" from industry worked together for a total of thirty (30) days. Twenty (20) days were spent in industry and ten (10) days were committed to the development of materials and project conferences. The areas studied during the 1988-89 project, the colleges represented, and the principal companies are as follows:

Many people were involved in the Training Team effort.

Business Office Technology - Mission College- Amdahl, Hewlett Packard, Intel, IBM/Rolm, Sun Microsystems
Clothing Manufacturing and Design - Evergreen Valley College - Shady Grove
Court Reporting - West Valley College - Superior Court
Computer Operations - Foothill College- Hewlett Packard
Graphic Arts - Mission College- Rosicrucian Press
Information Center Consultant - San Jose City College - IBM
Office Occupations - Evergreen Valley College- Businessland

In selecting the areas to be studied in this year's project, priority was given to those areas of rapid change determined to be of the most value for the specific campus involved. Some of those chosen are in limited fields, but it was felt that more knowledge about them would be beneficial to all community college personnel. As a result of this project, new programs and courses are already underway.

In the written materials prepared by each team, specific content skills were identified in each area of study. While these are important, a review of the materials shows the necessity of the following skills for ALL workers:

Strong communication skills
Reading and comprehension skills
Basic math
Critical thinking
Listening
Personal management
Professionalism
Computer literacy
Problem solving
Self-Motivation
Adaptability and flexibility
Integrity
Interpersonal skills
Dependability and responsibility

Training Teams With Industry III

General Information

Alertness
Positive work attitudes
Decision making skills
Research skills

Also of prime importance for all workers is the ability to:

High productivity with quality is desired.

Understand the business process, the general field, and the specific company
Interact effectively with the culturally diverse work force
Work cooperatively with others as part of a team
Use independent judgment
Cross-train
Work productively in high-pressure environments
Take responsibility for the direction of own career path
Maintain technical competence
Focus on quality output
Take risks
Develop individual portfolios

Generic trends of significance to community colleges were reported as follows:

Importance of higher education
Career pathing is shifting from vertical to lateral and free-form movements
Reassignment and retraining versus terminating
Part-time hires (Large companies tend to maintain their own part-time hiring pool)
More emphasis on achieving a "balanced lifestyle"
More powerful and more interconnected work stations
Importance of work experience to develop work ethics, customer relations, and problem-solving skills
More flexibility in working hours
Companies expect to continuously train employees in many specific, technical skills

Teaching units have been prepared for regular semester/quarter length class for shorter 5/6 week courses, and for modules which can be inserted into existing courses or presented as one-unit classes. Participants reported the basic need to include career planning in vocational programs, as well as courses to improve communication, interpersonal, and problem-solving skills. All workers need a basic business understanding and students need to be able to apply the knowledge learned in school to working situations.

The following program proposals have been presented:

Institute of Learning with Computers
Certificate of Completion in HP 3000 Operation
Revised model for advanced courses utilizing "live jobs" with real deadlines

Training Teams With Industry III

Specific curriculum was developed in the following areas. While many of these are content specific to one vocational area, they may serve as models for developing curriculum with a focus on another area:

Telephone Skills and Techniques
Text-Editing/Proofreading
Job and Skill Analysis for Careers and Lifestyles Classes

Concept and Facilities - HP 3000 Environment
Large System, Business Software, HP 3000 Environment
Directed Study: HP 3000 Technical Documentation
Effective Communication in the Workplace
Career Awareness Seminar
Effective Decision-Making Seminar
Office Support Personnel and Technicians as Communicators
Counseling Orientation for Court Reporters
Fashion Design and Production Related Occupations
Internship Program
Portfolio Development
Fashion Draping
Introduction to Computer Lab
Introduction to Spreadsheet Applications
Introduction to Databases

General Information

Computers are tools used by employees at all levels.

Participants were impressed by the degree to which computers are tools used by all employees at all levels. Software has become more user friendly, diminishing the need for knowing "why" computers work. However, ALL must how "how" they work. In several areas, paper is being replaced by electronic means.

Most workers today work in a group of some kind. All must be able to cooperate and coordinate their efforts with others. Each individual must understand what the others on the team do and how the parts all fit together. Employees must constantly train. Individuals are sought who have the desire to learn and to grow. Employers are looking for well-rounded, open-minded, multi-skilled employees.

All participants saw the need to keep up-to-date and well-informed about the current job market. They have been "revitalized and energized" by their experience. The bonding resulting from this project will have long-range results. Already new appointments have been made to Advisory Boards.

Training Teams With Industry III

Appendix D
THE ARTICULATION PROCESS

General Agreements:

1. Any secondary district or ROP may request a course or program be considered for articulation. It is the district's responsibility to initiate the request. The contact person for requests is the college Administrative Dean of Academic Affairs.
2. The college may also initiate articulation with a secondary district or ROP. The district will identify a contact person to enable the college to initiate an articulation request.
3. The 2 + 2 Articulation Handbook describes the policies, process and procedures related to articulation.
4. The 2 + 2 Articulation Handbook contains updated information and forms to initiate, implement, review and revise articulation.
5. Designated representatives from each institution will attend a meeting scheduled prior to the beginning of each academic year to review and amend, as necessary, the criterion referenced measures used to establish the levels of competency.
6. All participating faculty and administrators will have orientation on and access to the curriculum of the articulated courses. Faculty and administrators will have orientation on the articulation process yearly.
7. Mission College will invite high school and ROP articulation instructors to be a part of the program Advisory Committee and will notify them of the time and place of meetings.
8. The integrity of the college courses articulated must be upheld as some are or will be transferable to the university.
9. Course objectives, outlines and/or competencies need not match 100 percent.
10. Competencies will be agreed upon by instructors and verified by college and university faculties in the academic disciplines and by the industry advisory committees for each vocational program.
11. Participating instructors at the seconday and post-secondary levels will formally adopt and teach to each course's Articulated Competencies.
12. Articulation agreements will be valid for two years from the date signed or until voided by one of the parties. Contracts, including renewals, will be signed by participating instructors on an annual basis.
13. That the process remains in place and appropriate faculty is participating in good faith is the responsibility of the college Administrative Dean of Academic Affairs or designee.
14. Secondary and ROP students are eligible for Advanced Placement in equivalent articulated courses at Mission College when they have achieved 90 percent of the competencies at the established performance standards and earned a "B" or better grade in the high school or ROP course.

15. The secondary school or ROP will maintain for each student a Competency Record which identifies the program area and Performance Standards achieved. This record will become a part of the student's official record and will be provided to Mission College upon request of the student.

16. Mission College will provide to the participating secondary institutions and ROP on an annual basis a list of current courses for which Advanced Placement credit may be requested.

17. Mission College will waive course requirements and advance place students who have successfully completed articulated equivalent courses as specified in the established articulation levels of competency.

18. Mission College will evaluate the student's records received from the secondary institution or ROP and award Advanced Placement credit when appropriate. Credits will be held in escrow until the student has successfully completed 12 units of credit in the major and requests the college Registrar to make permanent entry on transcripts noting credit for waived courses.

19. Applicants for advanced placement must meet all admission requirements for Mission College.

20. Participants agree to appoint at least one representative from each subject area, at least one administrator and at least one counselor to serve on a 2 + 2 Articulation Steering Committee which will meet at least once each year.

21. The 2 + 2 Articulation Steering Committee will review the Articulation process yearly.

Course Articulation Procedure:

1. A secondary or ROP instructor desiring to articulate a course will complete and submit a "Request for Articulation" form to the Administrative Dean of Academic Affairs at Mission College. Forms are available from the Administrative Dean's office.
2. College Dean contacts the appropriate Department Chair.
3. The Department Chair arranges a meeting with the secondary school/ROP personnel to:
   a) compare high school/ROP and college courses noting similarities and differences.
   b) review the competencies required in the college course and the process for earning Advanced Placement.
   c) secondary/ROP may be required to make curriculum adjustments. Site visitations, sharing of textbooks and other learning materials may be required.
   d) mutually develop and adopt a list of competencies based on the existing entry level curriculum at Mission College.
   e) assist the secondary/ROP instructor in making any curriculum adjustments, equipment evaluation, laboratory needs and instructional materials to ensure that the course is the equivalent of the college course with which articulation is desired.

   ission College and the secondary articulation instructors will ew the articulation process every two years.
5. When the student has successfully completed requirements for articulation, the student will receive certification from the high school/ROP instructor and signed by the principal.
6. The certification is to be presented at the time of college registration and Advanced Placement will be received.
7. The student will receive college credit for the articulated course(s) successfully completed in high school/ROP after completing 12 units of the major at Mission College by presenting the certification to the Mission College Registrar.

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